
By: **Delegate Rosenberg**

Introduced and read first time: February 5, 2003

Assigned to: Health and Government Operations

A BILL ENTITLED

1 AN ACT concerning

2 **State Procurement - Community-Schools Benefit Factor**

3 FOR the purpose of requiring the Board of Public Works to develop a plan to use a
4 community-schools benefit factor in issuing requests for proposals for certain
5 services and evaluating certain bids; requiring that the plan apply to certain
6 procurement units; requiring the community-schools benefit factor to include
7 consideration of certain criteria, including a certain written partnership
8 agreement; requiring a certain written partnership agreement to include certain
9 information; providing for the evaluation of the community-schools benefit
10 factor under a point system and under a ranking system; requiring certain
11 offerors to submit a certain report each year including certain information;
12 requiring certain units to submit a certain report to the State Department of
13 Education and the Board on or before a certain date each year; and generally
14 relating to a community-schools benefit factor in the State procurement
15 process.

16 BY adding to
17 Article - State Finance and Procurement
18 Section 12-110
19 Annotated Code of Maryland
20 (2001 Replacement Volume and 2002 Supplement)

21 Preamble

22 WHEREAS, Many American children lack the most basic conditions for healthy
23 development, including difficulty accessing shelter, support services, and health and
24 mental health care; and

25 WHEREAS, A lack of access to basic necessities seriously impacts a child's
26 ability to learn in school and feel secure in school or in a child's own neighborhood;
27 and

28 WHEREAS, Research demonstrates that healthy children are prepared to learn
29 in school, learn better in school, and are positively engaged in learning at school; and

1 WHEREAS, Parental engagement in a child's schooling is a strong indicator
2 that a child will succeed in school; and

3 WHEREAS, Parents struggling to meet basic necessities for life cannot engage
4 in a child's schooling because of lack of time, information, support, skills, or
5 opportunities; and

6 WHEREAS, The resources to help families meet basic necessities and overcome
7 financial and social obstacles are often fragmented, uncoordinated, difficult to find,
8 access, navigate, or are simply unavailable; and

9 WHEREAS, Community-based resources that coordinate financial and social
10 resources for struggling families enhance the well-being, security, and learning
11 readiness of a child and a child's family; and

12 WHEREAS, Today, schools can be the foundation of a vital community; and

13 WHEREAS, Schools in every community enable coordination and cooperation
14 among vital organizations and agencies and enable the most cost-effective and
15 efficient delivery of necessary goods and services; and

16 WHEREAS, Good schools are a cornerstone of a strong and connected
17 community and show proven results in attendance, personal and community safety,
18 academic achievement, access to health care services, family stability, a reduction in
19 risky child and teen behaviors; now, therefore,

20 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF
21 MARYLAND, That the Laws of Maryland read as follows:

22 **Article - State Finance and Procurement**

23 12-110.

24 (A) THE BOARD SHALL DEVELOP A PLAN FOR UNITS TO USE A
25 COMMUNITY-SCHOOLS BENEFIT FACTOR IN ISSUING REQUESTS FOR PROPOSALS
26 FOR SERVICES AND EVALUATING COMPETITIVE SEALED PROPOSALS FOR SERVICES,
27 AS PROVIDED IN § 13-104 OF THIS ARTICLE.

28 (B) THE PLAN DEVELOPED UNDER SUBSECTION (A) OF THIS SECTION SHALL
29 APPLY TO UNITS THAT PROCURE THE FOLLOWING TYPES OF SERVICES:

- 30 (1) EARLY CHILDHOOD EDUCATION;
- 31 (2) EDUCATIONAL ENHANCEMENT AND REMEDIATION;
- 32 (3) AFTER-SCHOOL PROGRAMS;
- 33 (4) HEALTH, DENTAL, MENTAL HEALTH, AND NUTRITION SERVICES;
- 34 (5) HEAD START;

- 1 (6) YOUTH DEVELOPMENT;
- 2 (7) PREGNANCY PREVENTION;
- 3 (8) VIOLENCE PREVENTION;
- 4 (9) COMMUNITY SERVICE AND SERVICE LEARNING;
- 5 (10) PARENT LEADERSHIP DEVELOPMENT;
- 6 (11) PARENTING EDUCATION;
- 7 (12) ADULT EDUCATION AND GED;
- 8 (13) CHILD CARE;
- 9 (14) FAMILY SUPPORT AND PRESERVATION;
- 10 (15) JOB TRAINING AND CAREER COUNSELING;
- 11 (16) HOUSING;
- 12 (17) JUVENILE JUSTICE AND TRUANCY; AND
- 13 (18) SUBSTANCE ABUSE PREVENTION AND TREATMENT.

14 (C) UNDER THE PLAN DEVELOPED IN ACCORDANCE WITH SUBSECTION (A) OF
15 THIS SECTION, THE COMMUNITY-SCHOOLS BENEFIT FACTOR SHALL:

16 (1) BE ONE OF SEVERAL TECHNICAL FACTORS TO BE EVALUATED IN
17 DETERMINING WHICH OFFEROR'S PROPOSAL IS THE MOST ADVANTAGEOUS TO THE
18 STATE; AND

19 (2) INCLUDE CONSIDERATION OF WHETHER AN OFFEROR HAS ENTERED
20 A WRITTEN PARTNERSHIP AGREEMENT WITH A SCHOOL IN THE COMMUNITY.

21 (D) TO BE ELIGIBLE TO BE CONSIDERED IN THE COMMUNITY-SCHOOLS
22 BENEFIT FACTOR, A WRITTEN PARTNERSHIP AGREEMENT SHALL INCLUDE:

23 (1) A STATEMENT OF COMMON PARTNERSHIP GOALS AND OBJECTIVES;

24 (2) A STATEMENT OF EACH PARTNER'S RESPONSIBILITIES;

25 (3) AN AGREEMENT TO PLACE THE SERVICES IN THE SCHOOL, IF
26 APPROPRIATE;

27 (4) IF POSSIBLE, A STATEMENT OF HOW THE PARTNERSHIP
28 COORDINATES WITH OTHER SERVICE PROVIDERS FOR THE BENEFIT OF THE LOCAL
29 SCHOOL AND THE SCHOOL'S COMMUNITY MEMBERS; AND

30 (5) A PARTNERSHIP ACCOUNTABILITY PLAN.

1 (E) THE PLAN DEVELOPED UNDER SUBSECTION (A) OF THIS SECTION SHALL:

2 (1) WHEN A POINT SYSTEM IS USED IN THE EVALUATION OF
3 PROPOSALS, ESTABLISH THE APPROPRIATE ALLOCATION OF POINTS THAT MAY BE
4 AWARDED UNDER A COMMUNITY-SCHOOLS BENEFIT FACTOR; AND

5 (2) WHEN A POINT SYSTEM IS NOT USED, ESTABLISH GUIDELINES FOR
6 RANKING THE RELATIVE IMPORTANCE OF THE COMMUNITY-SCHOOLS BENEFIT
7 FACTOR IN THE TECHNICAL EVALUATION FACTORS.

8 (F) (1) TO EVALUATE THE EFFECTIVENESS OF THE COMMUNITY-SCHOOLS
9 BENEFIT FACTOR, EACH SUCCESSFUL OFFEROR SHALL SUBMIT A REPORT EACH
10 YEAR TO THE UNIT THAT AWARDED THE CONTRACT THAT INCLUDES INFORMATION
11 ON THE PROGRESS THE OFFEROR AND SCHOOL HAVE MADE TOWARDS:

12 (I) A STATEMENT OF COMMON PARTNERSHIP GOALS AND
13 OBJECTIVES;

14 (II) A STATEMENT OF EACH PARTNER'S RESPONSIBILITIES;

15 (III) IF POSSIBLE, A STATEMENT OF HOW THE PARTNERSHIP
16 COORDINATES WITH OTHER SERVICE PROVIDERS FOR THE BENEFIT OF THE LOCAL
17 SCHOOL AND THE SCHOOL'S COMMUNITY MEMBERS; AND

18 (IV) A PARTNERSHIP ACCOUNTABILITY PLAN.

19 (2) ON OR BEFORE JULY 1 OF EACH YEAR, EACH UNIT SHALL SUBMIT TO
20 THE BOARD AND THE STATE DEPARTMENT OF EDUCATION A SUMMARY REPORT
21 THAT INCLUDES ALL OF THE REPORTS SUBMITTED BY CONTRACTORS UNDER
22 PARAGRAPH (1) OF THIS SUBSECTION.

23 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect
24 October 1, 2003.